

# Improving Artwork Creation Skills Through Final Project / Thesis Creation And Environmental Studies Field Lecture

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**Abstract.** Fine arts graduates expected to become professional teachers, young researchers, and art practitioners. As practitioners, they must be able to create creative and innovative works of art. The purpose of this study is to determine the improvement of students' skills in creating creative and innovative works of art, through intensive guidance by thesis supervisor. Then also to find out the improvement of work skills for students who are taking lectures on the basics of creating works of art through field lectures on environmental studies. The research method is action research, with planned intervention cycles, and an evaluation of the process of creation and the results of the work created is carried out. The results of the study showed a significant acceleration in the acquisition of art creation skills, after following intensive guidance from thesis supervisor. There was an increase in the skills of the richest students after attending the guidance of the Environmental Studies Field Lecture.

**Keywords:** Skill Improvement, Creation Thesis.

## 1 Introduction

Fine arts education has a vision that excels in knowledge, research, and creation of works of art, which supports local culture and has received national and international recognition. The expected competence of graduates is to become art educators, researchers, and art practitioners in accordance with the needs of employment. The main target of fine arts education graduates is to meet the needs of employment as educators or art teachers in junior high schools and high schools. However, on the other hand, fine arts graduates are also expected to be able to fill other fields of art work in society such as industry, trade, mass media, and tourism. According to Herbert Read in Rondhi [1] there are 3 aspects in art education that are manifested in three different activities, namely: expression activities, observing activities, and appreciative activities. Furthermore, according to Soeharjo in Yuningsih [2] art education in the general sense is an effort to deliver students with competencies related to the arts, then specifically competencies are related to efforts to mature individual potential

The competition for employment is mainly in the field of art practitioners, due to the large number of art college graduates (LPTK and NON LPTK). A disadvantage of art education graduates is that there are so many types of courses that are followed, making it difficult to focus on exploring one of the areas of expertise. Therefore, art education study programs are required to be more extra-guided and train students in the field of creating artworks. One of the efforts to improve the ability of students to create is to make a final project / creation thesis.

The final project / thesis is a compulsory course that must be followed by students. There are two choices of final project / thesis, namely the thesis of the use path and the thesis of the creation path. The assessment thesis prioritizes theoretical literacy, in the form of descriptive narratives, and correlation statistics, as well as influence. Meanwhile, the final project / creation thesis, is an extension of the assessment thesis, which must be supplemented by making artworks. The creation of artworks is supported by the concept of creation, selection of materials/media, work techniques, and style. The creation thesis is only an option for students who feel able to make creative and innovative works. The advantage is that students will receive guidance on the creation of works individually, intensively, and are prepared to be able to exhibit singly. Therefore, students will be more skilled and ready to compete for jobs in the future.

An obstacle in learning fine arts in the last two years is that face-to-face learning cannot be carried out, due to the Covid-19 outbreak, which also has an impact on the lack of skill in students in creating artworks. Online learning for fine arts practicum courses is not suitable because lecturers cannot directly guide students in the process of work. Lecturers can only direct / guide students in theory, so it does not have a major effect on improving student skills.

Therefore, it is necessary to create a learning method that really demands full concentration on the creation of creative and innovative, quality works of art, getting recognition from the crowd. It is necessary to provide an intensive guidance forum from lecturers to each student in the creation of artworks. Classical learning is certainly not possible for lecturers to give special guidance to each student. Because it is very worthy to be considered that the final project / student thesis can be carried out in the form of creating works of art.

Learning in the real world is a lecture hall that is actually very suitable for fine arts students. However, this could not be done as expected, because there were several obstacles such as ; it is difficult to control students in the field, it needs additional costs for transportation to the field, and others.

Learning that is carried out only in the classroom, it is difficult for students to get a broad imagination, so it is difficult for students to achieve such representative forms as in nature. Some of the courses that need to directly see nature include; sketching, painting, photography, and anatomical drawings of animals. It is necessary to provide a suitable forum for students to be able to take part in environmental studies field lectures to support the quality of learning for these courses.

## **2 Methods**

This research uses an action research model. Davison, Martinsons & Kock [3] mentions action research, as a research method, founded on the assumption that theory and practice can be closely integrated with learning from the results of planned interventions after a detailed diagnosis of the context of the problem.

## **3 Results**

The results showed that students' skills in creating works of art improved in quality after producing intensive guidance from thesis supervisors. Individual guidance is very effective in directing students to achieve good quality work. Creation thesis can prepare students to do a solo exhibition with quality artworks.

Environmental Studies Field Lectures can improve students' skills in creating representative works of art, because they observe directly objects in nature. Students get the ease of moving natural shapes into their field of drawing.

## **4 Discussion**

It is recommended that lecturers who teach specialization courses can motivate students to practice their work optimally, so that they can be prepared to choose the final project / creation thesis. It is recommended to students to choose the final project / creation thesis, because during the thesis guidance period will gain a lot of knowledge and skills, so that it is more mature to face work.

It is recommended to lecturers who teach courses, to prioritize environmental studies field lectures as an effective learning tool in accelerating the improvement of their student work skills. It is recommended to all students who take part in practical courses, to always carry out field observations in order to produce coursework that is in accordance with the needs of stakeholders.

## **5 Conclusions**

Creation thesis can significantly improve students' skills in creating works of art. The creation thesis can prepare students to be able to exhibit single with quality works. Environmental studies field lectures can improve students' skills in creating works of art in representative form. Creating artwork directly in nature makes it easier for students to achieve the right form of objects and complete works faster.

## **References**

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